

YEAR 9 ENGLISH WORK PLAN: Semester 2, 2017 - 9A: Mr M. Jennings, 9B: Mrs W. George, 9C: Mr A. Purcell; 9D: Mrs J. Foley



UNIT	TERM 3 TOPICS	ASSESSMENT	DUE DATE
<p>1. Weeks 1-7</p> <p>2. Weeks 8-10</p>	<p>Generation Teen Students are to explore the ways in which adolescents and adolescent issues are represented in literary texts, with a focus on a set novel and accompanying film (<i>The Outsiders</i> by S.E. Hinton). They will evaluate how text structures, language and visual features can be used to influence audience response. Students will then put their knowledge and skills into practice by constructing their own narrative which offers a particular construction of adolescents or adolescent issues. This could be a similar construction that is offered in their studied text, or another appropriate one of their choice.</p> <p>World Wide Worries Students will be exposed to literary texts (poetry, play, documentaries) about issues of concern to humans. The unit will explore how writers foreground these issues to position audiences to take on particular views. Issues will include ethical and global dilemmas. Students will firstly focus on the challenges faced by refugees and migrants through reading the play <i>Scattered Lives</i> by Sally McKenzie. All refugees have their own story and it is important to expose the teen students to these issues. It seems every evening on the news, the politicians are arguing over refugees.</p>	<p>1. Imaginative Written Text: Narrative Assignment 400-1000 words</p>	<p>Drafts due at start of Week 8 (Tuesday, 29 August) 9A: Period 1 9C: Period 2 9B: Period 2 9D: Period 4</p> <p>Final due at start of Week 10 (Tuesday, 12 September) 9A: Period 1 9C: Period 2 9B: Period 2 9D: Period 4</p>
.	TERM 4 TOPICS	ASSESSMENT	DUE DATE
<p>3. Weeks 1-8</p>	<p>Students will empathize with the plight of refugees and internally displaced children. They will explore various refugee stories through reading, viewing and drama strategies to make them aware of the relationship between empathy, respect and tolerance and social justice and peace.</p> <p>During this part of the unit, students will gain a greater awareness of issues that have occurred in countries such as Algeria, Austria, Bosnia, Chile, Czechoslovakia, El Salvador, Germany, Greece, Hungary, Afghanistan, Iran, Iraq, Italy, Palestine, Sudan, Ukraine and the former Republic of Yugoslavia, to name a few.</p> <p>Students will firstly consider some of the other problems in our world that are foregrounded by poets and songwriters. They will focus on the invited readings offered in these texts and consider their own responses to the messages presented, specifically on the topic of war. They will then be required to complete a short answer test in response to selected poems (previously seen and taught in class).</p>	<p>2. Imaginative Spoken Text: Monologue or Dialogue Presented in class Pairs or Individual task 2-3 minutes per student</p> <p>3. Informative Written Text: Short answer response to poetry Test Conditions: 80 minutes</p>	<p>Script (draft) to be monitored Tuesday, 10 October (Week 2) 9A: Period 1 9C: Period 2 9B: Period 2 9D: Period 4</p> <p>Performance presented in Week 4. All groups must be ready to perform on Monday, 23 October. Presentations to be done during remaining lessons this week.</p> <p>Task completed in exam block in Week 8</p>

This work plan was last updated on Tuesday, 18 July 2017. The contents are subject to change – students will be advised in advance of any changes - regularly check for updates.